



**Connections between the Common Core State Standards (CCSS) for English Language Arts and the  
South Carolina Academic Standards for English Language Arts 2008  
Grade 4**

Reading Standards for Literature	Where Reflected in the 2008 SC ELA Standards and Indicators	CCSS Cognitive Level
<b>Key Ideas and Details</b>		
1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	4-1.1 Analyze the details that support the expression of the main idea in a given literary text. 4-1.2 Analyze literary texts to draw conclusions and make inferences.	
2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.	1-1.1 Summarize the main idea and supporting evidence in literary text during classroom discussion. 4-1.1 Analyze the details that support the expression of the main idea in a given literary text. 7-1.6 Analyze a given literary text to determine its theme.	
3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).	4-1.5 Analyze the impact of characterization and conflict on plot. 6-1.4 Analyze an author's development of characters, setting, and conflict in a given literary text.	
<b>Craft and Structure</b>		
4. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., <i>Herculean</i> ), drawing on a wide reading of classic myths from a variety of cultures and periods.	4-3.1 Generate the meaning of unfamiliar and multiple-meaning words by using context clues (for example, those that provide an example or a definition). 5-1.8 Analyze works of fiction (including legends and myths) and works of nonfiction (including speeches and personal essays) by characteristics.	
5. Explain major differences between poems, drama, and prose, and refer to the core structural elements of poems (e.g., stanza, verse, rhythm, meter) and drama (e.g., casts of characters, setting descriptions,	4-1.8 Classify works of fiction (including fables, tall tales, and folktales) and works of nonfiction (including biographies and personal essays) by characteristics.	

dialogue, acts, scenes, stage directions) when writing or speaking about a text.	<p><b>4-1.9</b> Recognize the characteristics of poetry (including stanza, rhyme scheme, and repetition).</p> <p><b>7-1.8</b> Compare/contrast literary texts from various genres (for example, poetry, drama, novels, and short stories).</p>	
6. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.	<p><b>4-1.3</b> Distinguish between first-person and third-person points of view.</p> <p><b>5-1.2</b> Differentiate among the first-person, limited omniscient (third person), and omniscient (third person) points of view.</p>	
<b>Integration of Knowledge and Ideas</b>		
7. Integrate information gained from illustrations and other visual elements in a text with the words to demonstrate understanding of how the characters, setting, and plot interact and develop.	<p><b>3-1.5</b> Analyze the relationship among characters, setting, and plot in a given literary text.</p> <p><b>4-1.5</b> Analyze the impact of characterization and conflict on plot.</p> <p><b>4-2.6</b> Use graphic features (including illustrations, graphs, charts, maps, diagrams, and graphic organizers) as sources of information.</p>	
8. (Not applicable to literature)	NA	
9. Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.	<p><b>4-1.6</b> Interpret the effect of the author's craft (for example, word choice, sentence structure, the use of figurative language, and the use of dialogue) on the meaning of literary texts.</p> <p><b>7-1.6</b> Analyze a given literary text to determine its theme.</p> <p><b>8-1.7</b> Compare/contrast literary texts from various genres (for example, poetry, drama, novels, and short stories).</p>	
<b>Range of Reading and Text Complexity</b>		
10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	<b>4-1.11</b> Read independently for extended periods of time for pleasure.	
<b>Reading Standards for Informational Text</b>	<b>Where Reflected in the 2008 SC ELA Standards and Indicators</b>	<b>CCSS Cognitive Level</b>
<b>Key Ideas and Details</b>		
1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	<p><b>4-2.1</b> Summarize evidence that supports the central idea of a given informational text.</p> <p><b>4-2.2</b> Analyze informational texts to draw conclusions and make inferences.</p>	

2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.	4-2.1 Summarize evidence that supports the central idea of a given informational text.	
3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.	4-2.1 Summarize evidence that supports the central idea of a given informational text. 4-2.8 Analyze informational texts to identify cause-and-effect relationships.	
<b>Craft and Structure</b>		
4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a <i>grade 4 topic or subject area</i> .	4-3.1 Generate the meaning of unfamiliar and multiple-meaning words by using context clues (for example, those that provide an example or a definition). E1-3.1 Use context clues to determine the meaning of technical terms and other unfamiliar words.	
5. Describe the overall structure of events, ideas, concepts, or information (e.g., chronology, comparison, cause/effect) in a text or part of a text.	4-2.8 Analyze informational texts to identify cause-and-effect relationships.	
6. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.	5-2.3 Analyze a given text to detect author bias (for example, unsupported opinions). 8-2.2 Compare/contrast information within and across texts to draw conclusions and make inferences.	
<b>Integration of Knowledge and Ideas</b>		
7. Interpret factual information presented graphically or visually (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to understanding the text in which they appear.	4-2.6 Use graphic features (including illustrations, graphs, charts, maps, diagrams, and graphic organizers) as sources of information. 6-2.6 Interpret information from graphic features (for example, illustrations, graphs, charts, maps, diagrams, and graphic organizers).	
8. Explain how an author uses reasons and evidence to support particular points in a text.	4-2.1 Summarize evidence that supports the central idea of a given informational text. 6-2.3 Summarize author bias based on the omission of relevant facts and statements of unsupported opinions.	
9. Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	7-2.2 Analyze information within and across texts to draw conclusions and make inferences.	

Range of Reading and Text Complexity		
10. By the end of year, read and comprehend informational texts, including historical, scientific, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as necessary at the high end of the range.	4-2.9 Read independently for extended periods of time to gain information.	
<b>Reading Standards: Foundational Skills</b>	<b>Where Reflected in the 2008 SC ELA Standards and Indicators</b>	<b>CCSS Cognitive Level</b>
Phonics and Word Recognition		
3. Know and apply grade-level phonics and word analysis skills in decoding words. a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multi-syllabic words in context and out of context.	2-3.9 Analyze spelling patterns in context and parts of multisyllabic words (for example, onsets and rimes). 4-3.1 Generate the meaning of unfamiliar and multiple-meaning words by using context clues (for example, those that provide an example or a definition). 4-3.2 Use base words and affixes to determine the meanings of words.	
4. Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	4-1.11 Read independently for extended periods of time for pleasure. 4-2.9 Read independently for extended periods of time to gain information. 4-3.1 Generate the meaning of unfamiliar and multiple meaning words by using context clues (for example, those that provide an example or a definition).	

Writing Standards	Where Reflected in the 2008 SC ELA Standards and Indicators	CCSS Cognitive Level
<b>Text Types and Purposes</b>		
<p>1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.</p> <p>b. Provide reasons that are supported by facts and details.</p> <p>c. Link opinion and reasons using words and phrases (e.g., <i>for instance</i>, <i>in order to</i>, <i>in addition</i>).</p> <p>d. Provide a concluding statement or section related to the opinion presented.</p>	<p><b>4-4.1</b> Generate and organize ideas for writing using prewriting techniques (for example, creating lists, having discussions, and examining literary models).</p> <p><b>4-4.3</b> Create multiple-paragraph compositions that include a central idea with supporting details and use appropriate transitions between paragraphs.</p> <p><b>5-6.8</b> Use appropriate organizational strategies to prepare written works and oral and visual presentations.</p> <p><b>6-5.4</b> Create persuasive writings (for example, print advertisements and commercial scripts) that develop a central idea with supporting evidence and use language appropriate for the specific audience.</p>	
<p>2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>c. Link ideas within categories of information using words and phrases (e.g., <i>another</i>, <i>for example</i>, <i>also</i>, <i>because</i>).</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Provide a concluding statement or section related to the information or explanation presented.</p>	<p><b>4-4.3</b> Create multiple-paragraph compositions that include a central idea with supporting details and use appropriate transitions between paragraphs.</p> <p><b>4-5.1</b> Create informational pieces (for example, postcards, flyers, letters, and e-mails) that use language appropriate for the specific audience.</p> <p><b>4-6.8</b> Select appropriate graphics, in print or electronic form, to support written works and oral and visual presentations.</p> <p><b>5-6.8</b> Use appropriate organizational strategies to prepare written works and oral and visual presentations.</p>	

<p>3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>b. Use dialogue and description to develop experiences and events or show the responses of characters to situations.</p> <p>c. Use a variety of transitional words and phrases to manage the sequence of events.</p> <p>d. Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>e. Provide a conclusion that follows from the narrated experiences or events.</p>	<p><b>4-1.6</b> Interpret the effect of the author’s craft (for example, word choice, sentence structure, the use of figurative language, and the use of dialogue) on the meaning of literary texts.</p> <p><b>4-4.3</b> Create multiple-paragraph compositions that include a central idea with supporting details and use appropriate transitions between paragraphs.</p> <p><b>4-5.2</b> Create narratives containing details and a sequence of events that develop a plot.</p> <p><b>4-5.3</b> Create written descriptions using language that appeals to the readers’ senses.</p> <p><b>5-6.8</b> Use appropriate organizational strategies to prepare written works and oral and visual presentations.</p>	
<b>Production and Distribution of Writing</b>		
<p>4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p>	<p><b>4-4.1</b> Generate and organize ideas for writing using prewriting techniques (for example, creating lists, having discussions, and examining literary models).</p> <p><b>4-4.3</b> Create multiple-paragraph compositions that include a central idea with supporting details and use appropriate transitions between paragraphs.</p> <p><b>4-5.1</b> Create informational pieces (for example, postcards, flyers, letters, and e-mails) that use language appropriate for the specific audience.</p>	
<p>5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p>	<p><b>4-4.5</b> Use revision strategies to improve the organization and development of content and the quality of voice in written works.</p> <p><b>4-4.6</b> Edit for the correct use of written Standard American English, including capitalization, punctuation, and spelling.</p>	
<p>6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing (using the keyboard) as well as to interact and collaborate with others.</p>	<p><b>This standard was not previously included in the SC standards.</b></p>	
<b>Research to Build and Present Knowledge</b>		
<p>7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p>	<p><b>7-6.8</b> Design and carry out research projects by selecting a topic, constructing inquiry questions, accessing resources, and selecting and organizing information.</p>	

8. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.	<p><b>4-6.2</b> Use print sources (for example, books, magazines, charts, graphs, diagrams, dictionaries, encyclopedias, atlases, thesauri, newspapers, and almanacs) and nonprint sources to access information.</p> <p><b>4-6.3</b> Organize information by classifying or sequencing.</p> <p><b>4-6.5</b> Create a list of sources that contains information (including the author and title of a publication) necessary to properly credit and document the work of others.</p>	
<p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply <i>grade 4 Reading standards</i> to literature (e.g., —Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text).</p> <p>b. Apply <i>grade 4 Reading standards</i> to informational texts (e.g., Explain how an author uses reasons and evidence to support particular points in a text).</p>	<p><b>4-1.1</b> Analyze the details that support the expression of the main idea in a given literary text.</p> <p><b>4-2.1</b> Summarize evidence that supports the central idea of a given informational text.</p>	
<b>Range of Writing</b>		
10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	<b>This standard was not previously included in the SC standards.</b>	
<b>Speaking and Listening Standards</b>	<b>Where Reflected in the 2008 SC ELA Standards and Indicators</b>	<b>CCSS Cognitive Level</b>
<b>Comprehension and Collaboration</b>		
<p>1. Engage effectively in range of collaborative discussions (one-on-one and in groups) on <i>grade 4 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussions.</p> <p>b. Follow agreed-upon rules for discussions and carry out assigned roles.</p>	<b>2-6.1</b> Generate <i>how</i> and <i>why</i> questions about a topic of interest.	

c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.		
2. Paraphrase portions of written texts read aloud or information presented graphically, orally, visually, or multimodally.	4-1.1 Analyze the details that support the expression of the main idea in a given literary text. 4-6.4 Paraphrase research information accurately and meaningfully.	
3. Identify the reasons and evidence a speaker provides to support particular points.	4-2.1 Summarize evidence that supports the central idea of a given informational text. 8-5.4 Create persuasive pieces (for example, editorials, essays, or speeches) that support a clearly stated position with concrete evidence.	
<b>Presentation of Knowledge and Ideas</b>		
4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	1-3.8 Use appropriate voice level and intonation when speaking and reading aloud. 5-6.8 Use appropriate organizational strategies to prepare written works and oral and visual presentations.	
5. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.	4-6.8 Select appropriate graphics, in print or electronic form, to support written works and oral and visual presentations.	
6. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.	4-6.7 Use vocabulary (including Standard American English) that is appropriate for the particular audience or purpose. E1-6.5 Create written works, oral and auditory presentations, and visual presentations that are designed for a specific audience and purpose.	



Language Standards	Where Reflected in the 2008 SC ELA Standards and Indicators	CCSS Cognitive Level
<b>Conventions of Standard English</b>		
<p>1. Observe conventions of grammar and usage when writing or speaking.</p> <p>a. Use relative pronouns (<i>who, whose, whom, which, that</i>) and relative adverbs (<i>where, when, why</i>).</p> <p>b. Form and use the progressive (e.g., <i>I was walking; I am walking; I will be walking</i>) verb aspects.</p> <p>c. Use modal auxiliaries (e.g., <i>can, may, must</i>) to convey various conditions.</p> <p>d. Order adjectives within sentences according to conventional patterns (e.g., <i>a small red bag</i> rather than <i>a red small bag</i>).</p> <p>e. Form and use prepositional phrases.</p> <p>f. Produce complete sentences, recognizing and correcting rhetorically poor fragments and run-ons.*</p> <p>g. Correctly use frequently confused words (e.g., <i>to, too, two; there, their</i>).*</p>	<p><b>3-4.4</b> Use grammatical conventions of written Standard American English, including comparative and superlative adjectives, prepositions and prepositional phrases, and nominative and objective case pronouns.</p> <p><b>4-4.2</b> Use complete sentences in a variety of types (including simple and compound sentences) in writing.</p> <p><b>4-4.4</b> Use grammatical conventions of written Standard American English, including subject-verb agreement; past, present, and future verb tenses; adverbs of time, place, manner, and degree; and pronoun-antecedent agreement.</p>	
<p>2. Observe conventions of capitalization, punctuation, and spelling when writing.</p> <p>a. Use correct capitalization.</p> <p>b. Use commas and quotation marks to mark direct speech and quotations from a text.</p> <p>c. Use a comma before a coordinating conjunction in a compound sentence.</p> <p>d. Spell grade-appropriate words correctly, consulting references as needed.</p>	<p><b>2-4.6</b> Edit for the correct use of written Standard American English, including capitalization, punctuation - quotation marks to show someone is speaking, and spelling.</p> <p><b>4-4.6</b> Edit for the correct use of written Standard American English, including capitalization, punctuation - quotation marks to indicate direct quotations or dialogue, and spelling.</p>	
<p>3. Use language to enhance meaning and achieve particular effects when writing or speaking.</p> <p>a. Choose words and phrases to convey ideas precisely.*</p> <p>b. Use punctuation for effect.*</p>	<p><b>4-6.7</b> Use vocabulary (including Standard American English) that is appropriate for the particular audience or purpose.</p>	

Vocabulary Acquisition and Use		
<p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 4 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</p> <p>b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>telegraph</i>, <i>photograph</i>, <i>autograph</i>).</p> <p>c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p>	<p><b>4-3.1</b> Generate the meaning of unfamiliar and multiple meaning words by using context clues (for example, those that provide an example or a definition).</p> <p><b>4-6.2</b> Use print sources (for example, books, magazines, charts, graphs, diagrams, dictionaries, encyclopedias, atlases, thesauri, newspapers, and almanacs) and nonprint sources to access information.</p> <p><b>5-3.1</b> Use context clues (for example, those that provide an example, a definition, or a restatement) to generate the meanings of unfamiliar and multiple-meaning words.</p> <p><b>5-3.2</b> Use Greek and Latin roots and affixes to determine the meanings of words within texts.</p>	
<p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Explain the meaning of simple similes and metaphors (e.g., <i>as pretty as a picture</i>) in context.</p> <p>b. Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <p>c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).</p>	<p><b>3-3.5</b> Use context clues to determine the relationship between two or more words (including synonyms, antonyms, and homonyms).</p> <p><b>4-1.4</b> Distinguish among devices of figurative language (including simile, metaphor, personification, and hyperbole) and sound devices (including onomatopoeia and alliteration).</p> <p><b>4-3.3</b> Interpret the meaning of idioms encountered in texts.</p> <p><b>5-3.3</b> Interpret the meaning of idioms and euphemisms encountered in texts.</p>	
<p>6. Acquire and use accurately grade-appropriate general academic and domain-specific vocabulary, including words and phrases that signal precise actions, emotions, or states of being (e.g., <i>quizzed</i>, <i>whined</i>, <i>stammered</i>) and words and phrases basic to a particular topic (e.g., <i>wildlife</i>, <i>conservation</i>, and <i>endangered</i> when discussing animal preservation).</p>	<p><b>4-6.7</b> Use vocabulary (including Standard American English) that is appropriate for the particular audience or purpose.</p>	